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ABSTRACT

This monograph encourages counselors to embrace a comprehensive, programmatic approach to counseling by helping them develop their own versions of comprehensive guidance and counseling programs. The approach adopted here is based on some of the following assumptions: students need support as they strive to achieve their full potential, all students need developmental/preventive activities to help them manage crises, guidance and counseling is an integral program within the school curriculum and involves instruction as well as handling emergent/crisis situations, and much student behavior is observable and, therefore, can be measured as outcomes. Accordingly, this publication outlines the nature of an outcome-based approach and presents a model for outcome-based comprehensive school guidance and counseling. It describes the role of evaluation, provides sample student outcomes for each level of schooling, and gives an example of a counseling program plan. Also offered is an annotated list for further information and some sample monitoring forms and some informal evaluation tools. Although the approach described here is not simple to incorporate and requires considerable coordination, it should reduce the overlap of resources, provide more efficiency of service delivery, and will furnish greater accountability and increased impact on students' lives. (RJM)

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Moving to the Future:

Outcome-Based Comprehensive Guidance and Counselling in Alberta Schools

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The primary intended audience for this document is:

Administrators	√
Counsellors	√
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CONTENTS

Page

PART A: INTRODUCTION 1

A Scenario for Future Planning 1
Sample Counselling Program Plan (CPP) 1
Basic Assumptions About School Counselling 6
The Need for an Outcome-based Approach to School Counselling 7
The Nature of Outcome-based School Guidance and Counselling 8
Scope of Practice 8
A Bottom-up Collaborative Approach 9
A Model for Comprehensive School Counselling in Alberta 10
Flexibility of the Model: Illustrative Examples 12
A Description of the Model 15
Keeping the Program Integrated and Comprehensive 21

PART B: EVALUATION — MODELS AND METHODS 23

Process and Outcomes: "Equal Partners" in a Counselling Program 26
A Framework for Evaluation 26
A Different Emphasis for Evaluation 29
A Final Comment on Evaluation 30

PART C: ILLUSTRATIVE OUTCOMES AT ELEMENTARY, JUNIOR HIGH AND SENIOR HIGH SCHOOL LEVELS 31

PART D: COUNSELLING PROGRAM PLAN (CPP): ADJUSTING THE MODEL TO MATCH STUDENT NEEDS 39

Counselling Program Plan: Illustrative Examples 41
Sample Counselling Program Plan: N.O.T. So Elementary School 41
Sample Counselling Program Plan: Mile High School 47
Evaluating the CPP 52
Structural Factors 52
General Factors 52
Program Specific Factors 53

Page

PART E: SETTING UP A COMPREHENSIVE GUIDANCE AND COUNSELLING PROGRAM 55

I. Establish Support 55
II. Let's Get Started: Needs Assessment 55
III. Develop and Implement Program 56

CONCLUDING REMARKS 59

REFERENCES 63

APPENDIX A — Annotated Bibliography on Outcome-based School Counselling 65

APPENDIX B — Sample Tools, Forms and Checklists 69

PART A: INTRODUCTION

A Scenario for Future Planning

Sample Counselling Program Plan (CPP)

E.A. Ger Junior High School, Anywhere, Alberta
Counselling Program Plan

Guiding Principles

The E.A. Ger Junior High School Comprehensive Guidance and Counselling Program is dedicated to fostering the social, personal and educational development of all students in the school and to assisting teachers and parents in their efforts to understand and foster adolescent development. The counsellor and teaching staff involved in the program offer:

- individual counselling to students in crisis
- individual and group consultation to students encountering educational, career or social/personal difficulties
- group instruction that provides students with the skills needed to function effectively in social situations, achieve their fullest educational potential, and prepare them to make realistic career choices in the future
- support to teachers, parents and the community at large in areas affecting the development of the students at E.A. Ger Junior High School.

The program is guided by an advisory committee consisting of students, parents, teachers, support staff and school administration. The program emphasis is influenced by the results of an assessment of student needs conducted at least every three years. The program is staffed by a guidance counsellor, a resource teacher, a part-time school nurse and selected teachers in English, social studies, mathematics and home economics.

The specific learning outcomes that the program strives to achieve are outlined on the following pages. They

represent the range of services that students, teachers, parents and the community at large can expect. The relative time allocation across the three counselling dimensions of the program are:

Domains

Approximately one-quarter of program time is spent on:

- career preparation.

The remaining three-quarters of program time are divided equally between:

- educational planning
- personal/social issues.

Roles

Approximately equal time is spent on:

- service
- instruction
- system support.

Functions

Approximately half of the time is spent on:

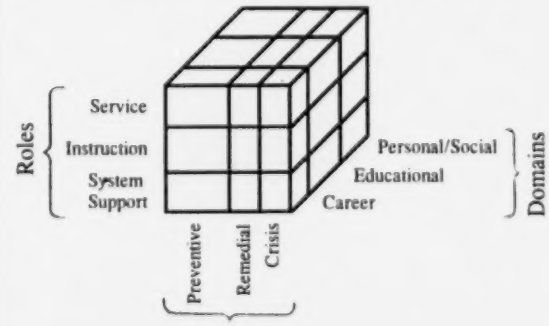
- preventive programs.

The balance of time is divided between:

- dealing with crisis situations that emerge (crisis)
- assisting students who are encountering continuing problems that require attention (remedial).

Figure 1.1

A Model for a Comprehensive Guidance and Counselling Program at E.A. Ger Junior High School



E.A. Ger Junior High School
Sample Counselling Program Plan

Career Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
7	• describe how some jobs might be different in the future	teacher—social studies	preventive-instructional
	• explain how needs can be met in work and leisure	teacher—health	preventive-instructional
8	• describe how present skills can determine future careers	teacher—social studies	preventive-instructional
	• describe how stereotypes affect people's career identities	teacher—English	preventive-instructional
	• explore at least one non-traditional career	teacher—health	preventive-instructional
9	• explore at least three non-traditional careers	teacher—social studies	preventive-instructional
	• describe their career-related skills, interests and values	teacher—health	preventive-instructional
	• describe how to broaden stereotypic attitudes rather than restricting people's career identities	counsellor—small groups at lunch time	remedial-service
	• select high school courses to broaden career options	counsellor—module in health class	preventive-instructional
General	• teachers will use new ways to infuse career education in their courses	counsellor—inservice for teachers	preventive-system support
	• at least four new teachers will infuse career education in their courses	counsellor—individual contact with teachers	preventive-system support
	• participation in two real-work settings	counsellor—"Day in the Work Force" career fair	preventive-service

E.A. Ger Junior High School
Sample Counselling Program Plan

Educational Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
7	• identify what motivates them to succeed	teacher—health	preventive-instructional
	• learn how to take good notes	teacher—social studies	preventive-instructional
	• learn good study skills	counsellor—small groups at lunch time	remedial-service
	• identify student programs needing revision	counsellor	remedial-system support
8	• identify different ways to prepare for tests in different subjects	teacher—math class	preventive-instructional
	• analyze test results and make a plan for improvement	teacher—English	preventive-instructional
	• implement good study skills in at least three subjects	teachers—English, math, science	preventive-instructional
9	• develop a tentative educational plan for the next five years	counsellor—module in health	preventive-instructional
	• learn the relationship between high school programs and current achievement	teacher—health	preventive-instructional
	• develop a plan to increase grades	counsellor—individual	remedial-service
	• learn to make school personally more relevant	teacher—English	preventive-instructional
General	• students will learn how to gain parent support for choice of courses and options	teacher—English	preventive-instructional
	• teachers will have a new program for teaching study skills	counsellor	remedial-system support
	• at least three teachers will implement study skills program	counsellor—inservice with teachers	remedial-system support

E.A. Ger Junior High School
Sample Counselling Program Plan

Personal/Social Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
7	• describe ways in which peer pressure influences them	teacher—social studies	preventive-instructional
	• describe ways to organize their personal time	teacher—health	preventive-instructional
	• have concerns about crisis satisfied	counsellor—individual	remedial-service
8	• describe how past decisions have affected present situations	teacher—health	preventive-instructional
	• describe what self-concept is	teacher—health	preventive-instructional
	• identify their own biases and stereotypes	teacher—English	preventive-instructional
	• describe relationship between student actions and peer reactions	counsellor—module in health	preventive-instructional
9	• list and prioritize their current values	teacher—health	preventive-instructional
	• learn conflict-management skills	counsellor—small groups during study period	preventive-service
General	• identify at least three community agencies that can be used for referral	counsellor	preventive-system support
	• peer support team will learn better listening skills	counsellor—teacher and peer support group	preventive-system support
	• design program in assertiveness skills	counsellor	remedial-system support

This CPP illustrates how a comprehensive guidance and counselling program can be implemented in a hypothetical school. The program is based on identifiable outcomes. **This monograph provides information on how to identify and measure outcomes.**

Basic Assumptions About School Counselling

The comprehensive guidance and counselling approach proposed in this monograph is based on the following assumptions:

- All students need support as they strive to achieve their full potential.
- Developmental/preventive activities are necessary for all students to help them effectively manage crisis situations.
- Guidance and counselling is an integral program within the school curriculum and involves instruction as well as handling emergent/crisis situations.
- Guidance and counselling programs and services are a shared responsibility of the school and involve the entire staff.
- Guidance and counselling programs and services must be needs-based and evaluated regularly.
- Guidance and counselling programs must take a balanced approach — not only respond to crises but emphasize proactive, preventive approaches.
- The school counsellor has multiple roles including expert (counsellor), consultant (problem finder/solver) and coordinator (facilitator).
- Much student behaviour is observable and therefore can be measured as outcomes.

The Need for an Outcome-based Approach to School Counselling

The purpose of this monograph is to encourage counsellors to embrace the idea of a comprehensive, programmatic approach to counselling and to help them develop their own versions of comprehensive guidance and counselling programs. This monograph:

- outlines the nature of an outcome-based approach
- presents a model for outcome-based comprehensive school guidance and counselling
- describes the role of evaluation
- provides sample student outcomes for each level of schooling
- provides an example of a counselling program plan
- offers an annotated list for further information
- provides sample monitoring forms and informal evaluation "tools."

Most people would agree that the world has changed drastically over the past 30 years. Advances in technology, globalization of trade, the shrinking of travel and communication barriers, increased emphasis on human resource development and planning, the prominence of a service-oriented mentality, and a general reduction in fiscal resources have had a dramatic impact on the way people think. The outcome-based comprehensive school counselling movement is an attempt to make guidance and counselling responsive to a contemporary world. Throughout other sectors of education, there is an increasing emphasis on describing school curriculum in terms of student learning outcomes. When this is done, the focus becomes the actual results of student learning, rather than the intended results, or the means used to achieve the results, or the actions of teachers, or the content of lessons. Guidance and counselling programs in schools need to be sensitive to changes and developments in the greater educational community in order to remain viable components in Alberta school jurisdictions.

There are many exemplary guidance and counselling programs and services in Alberta schools. These promising practices reflect many of the basic assumptions mentioned above. Many school jurisdictions are realizing the importance of having a recognized comprehensive program which emphasizes student outcomes and

competencies. (For more information, refer to Gysbers, 1990; Gysbers, Hughey, Starr & Lapan, 1992; Hughey, Gysbers & Starr, 1993; or other sources described in Appendix A.)

The Nature of Outcome-based School Guidance and Counselling

Guidance and counselling needs to be:

- **an integrated program within each school**
- **based on student needs**
- **focused on student outcomes.**

Scope of Practice

To be consistent with a results-based curriculum approach which is being adopted with increasing frequency in educational circles, guidance and counselling needs to be thought of as a key program area within the school like other programmatic areas. Schools can clearly articulate their program in English, or mathematics, or other subject areas. In major subject areas, the student learning outcomes are identified and sequenced across grade and ability levels. Guidance and counselling needs to be thought of in a similar way: as a program with various components, student learning outcomes and a variety of learning experiences mapped out to facilitate the achievement of those outcomes.

In this monograph, the term "guidance and counselling" means a comprehensive, total program which includes both instructional and service components. Counselling is not an isolated function performed by selected individuals (school counsellors), but is part of a larger picture that includes designated courses, identified modules within other courses, and direct service to students and others. The guidance and counselling program is delivered by BOTH classroom teachers and counsellors. Some parts of the program are delivered as designated courses (e.g., CALM 20 or Work Experience or certain themes within the elementary health program) while others are delivered as modules within a course (e.g., a unit on resumé writing in an English class) either by a counsellor as a team teacher or the English

NOTE: "Guidance and counselling" are used together in this paragraph to emphasize the importance of linking guidance and counselling functions which traditionally have been separated. In the remainder of this monograph, the term "counselling program" is used to promote ease of reading. However, "counselling program" always refers to the integrated combination of guidance and counselling functions.

teacher in consultation with a counsellor. Seen this way, a comprehensive guidance and counselling program will consist of some combination of the following components.

Key Components of a Counselling Program

- group work
  - classes
  - modules in other teachers' classes
  - extra-curricular, guidance-related activities at lunch time, after school, evening, etc.
- individual counselling
- advocacy for students
- working with third parties (parents, teachers, social services) on behalf of students
- consultation to teachers (assisting teachers to implement guidance-related activities in their classes)
- collaboration and consultation with third parties (promoting a team approach for total service)
- marketing guidance and counselling services to students, teachers, principals, central office and school board personnel, parents and community agencies

It is important to view activities like the ones above as part of a larger picture. School programs are more than just collections of activities, they are a carefully planned series of events that build on each other and fit into a larger plan. Teachers are aware of scope and sequence charts that outline the developmental nature of anticipated student learning outcomes, instructional methods and curriculum content across grades. Similarly, counselling programs need to be guided by a scope and sequence plan.

A Bottom-up Collaborative Approach

Unlike some other areas of the total school program in which the content is predetermined, counselling programs need to be responsive to the needs and concerns of the stakeholder groups the program is designed to serve. A counselling program should be based on a bottom-up

collaborative approach, driven by a needs assessment conducted on a regular basis. Courses like career and life management, personal living skills, health and personal life skills, elementary health and work experience, can be considered part of the counselling program. In some schools, courses like psychology, junior high health, or health and personal development might also become part of the counselling program. In other schools, modules within academic courses such as English or social studies might also become part of the total counselling program in order for the program to be truly comprehensive. The results of the needs assessment should be used as a guide to tailoring such courses so that the unique needs of students are being met.

Evaluation needs to be an integral part of counselling programs. Just as it is unthinkable to implement a mathematics or language arts program without having the evaluation components of the program outlined clearly, so too must the evaluation of the student learning outcomes associated with the various components of the counselling program be specified clearly.

A Model for Comprehensive School Counselling in Alberta

A model for guidance and counselling is:

- **comprehensive**
- **flexible**
- **articulated with other school programs**
- **a cohesive set of student outcomes.**

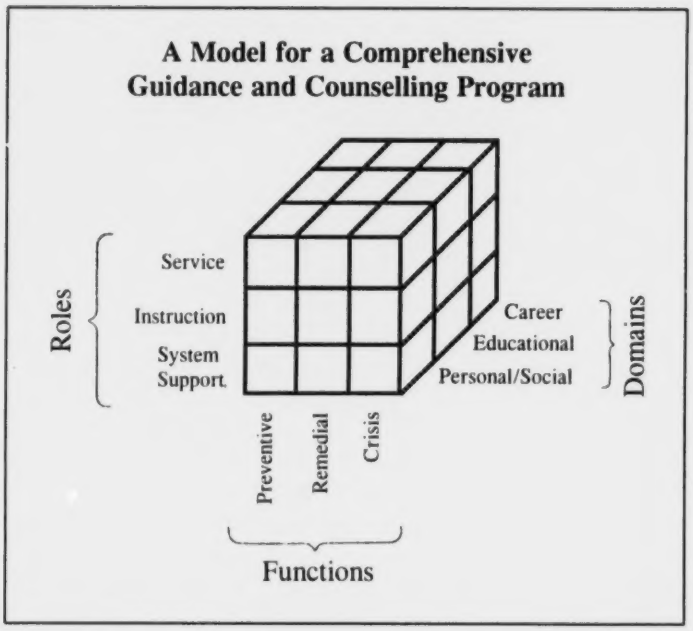
The model proposed is an update of one developed by Morrill, Oetting & Hurst (1974) and an extension of the model advocated by Millar (1984) and Gysbers (1990).

The model contains three program dimensions:

1. Roles: service, instruction, system support
2. Functions: preventive, remedial, crisis
3. Domains: career, educational, personal/social.

The figure on the following page illustrates how the three dimensions are related.

Figure 1.2



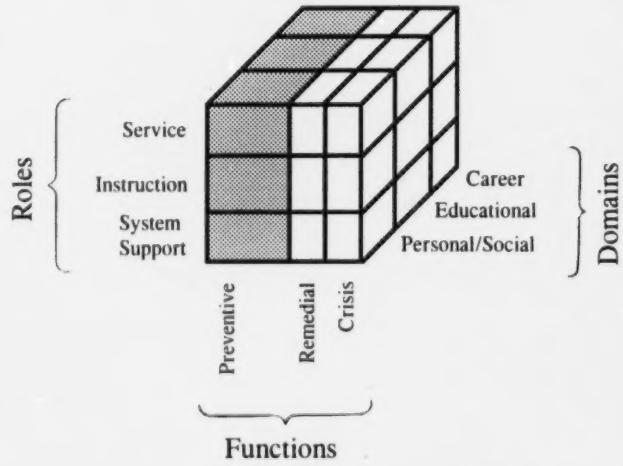
The model is intended to be flexible, with the dividing lines in the above figure moving to accommodate the unique needs identified in any given school. The model is best visualized as a room divided by a series of horizontal and vertical partitions, each on its own set of rollers and able to move forward or back, left or right, up or down, as needs and resources dictate. In each school, all three dimensions and each component of every dimension, are represented. However, the relative proportion of time and resources assigned to each component in any dimension is determined by a combination of stakeholder needs, available resources, divisions of schooling (elementary, junior high, senior high) and mandated priorities. The particular emphasis should derive from the results of the needs analysis and be the result of collaboration among all stakeholder groups. It should not be driven primarily by administrative convenience or the orientation of the counsellors.

Flexibility of the Model: Illustrative Examples

In order to better understand how the model works, two examples are provided to illustrate its flexibility. In both cases, school priorities which were determined by a needs assessment and influenced by staff expertise, were the factors producing the version of the model.

Figure 1.3

A Model with a Strong Preventive Focus



This school has adopted a strong preventive focus. Counsellors are freed from many administrative duties and the balance of their time is divided between classroom instruction and direct service. The focus is primarily on helping prepare students for the educational and career-planning demands they will face. A smaller proportion of the program is devoted to dealing with crisis situations or to dealing with long-standing personal or social problems. These types of problems are referred to outside agencies for treatment.

Consistent with a strong preventive focus and a priority on instruction and service elements in the career and educational content areas, the counsellor in this school might teach a class like CALM 20 or Health 8. He or she may team teach modules within another course, such as a

module on raising self-esteem in Grade 5 health, a module on study skills in Grade 6 social studies, resumé writing in Grade 8 English, reducing public speaking anxiety in English 10, or a labour market information module in a section of CALM 20. Any of these topics would be considered "service" rather than instruction if they occurred outside of regularly scheduled class times, such as study skills sessions held at lunch time, working with other teachers to help them set up a unit on resumé writing or interviewing skills, or sessions for parents on helping adolescents engage in career-exploration activities. At this school, helping students deal with family crises, assisting with class scheduling and student timetabling, or helping students deal with interpersonal problems are not high priorities for the counselling program.

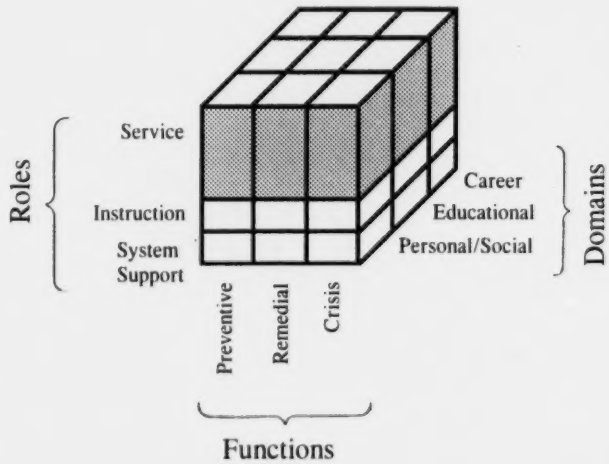
A second example illustrates how the model might operate for a different school with different students.

This school serves a large community that has many at-risk students. Consequently, the school places a large priority on service, primarily dealing with personal and social problems that have dysfunctional effects on the student or have reached crisis proportions. At this school the counsellor, and selected other teachers, spend considerable time working individually with students, advocating on behalf of their students with social services or corrections departments, and working with third parties such as family members and other teachers to help them meet the students' needs. In this school, career and educational program content is handled by other teachers. Most topics like resumé writing, interview skills, building self-esteem, conflict resolution, study skills, etc., are covered in regular classes by the teachers assigned to courses where those topics are taught. However, these topics are still part of the counselling program plan and are coordinated by the school counsellor.

The results of the needs assessment and the lack of alternative community resources resulted in the school providing services normally in the jurisdiction of social services agencies.

Figure 1.4

A Model with a Strong Service Focus



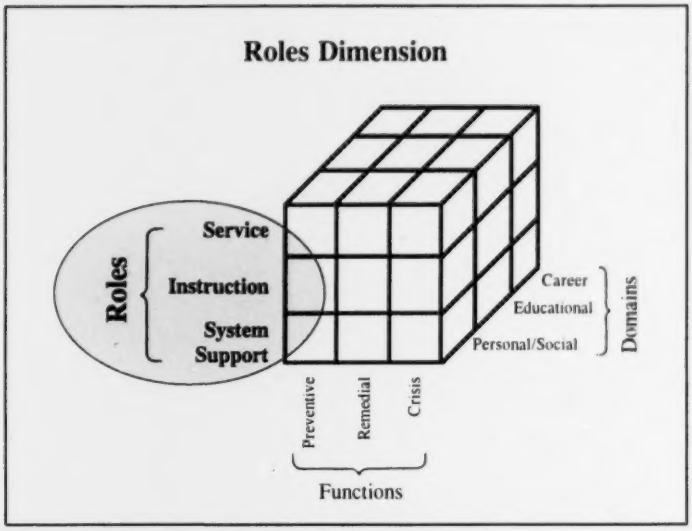
A Description of the Model

Each dimension is described in detail below.

Roles

Roles refer to the different tasks/functions involving people in the counselling program. For convenience, these roles are grouped in three broad categories: service, instruction and system support.

Figure 1.5



Service includes all non-classroom-based instructional activity in which members of the counselling program engage. It includes:

- conducting groups for students outside of regular classroom hours, i.e., study skills, anger management, conflict resolution or relaxation
- groups for parents, i.e., how to talk more effectively with your teenager, helping teens with career exploration
- inservice groups for other teachers, i.e., how to teach relaxation in the classroom, how to approach career education, how to infuse labour market information in your subject area
- individual counselling for students, especially in areas of educational planning and crisis resolution

- consultation with other teachers, i.e., how to implement a specific classroom-based program like career education, relaxation, self-esteem building, or programs for gifted students.

In developing a counselling program it is important to identify the typical learning outcomes that should accompany each type of service activity. Many outcomes may not be academic in nature. Learning outcomes may include:

- the specific skills involved in promoting better interpersonal communication
- the subskills that are part of a study skills program
- the self-talk skills involved in managing anger
- developing a positive attitude
- producing a resumé
- mapping out a self-profile of job-related skills, values, interests and abilities.

It is not possible to produce an exhaustive list of all such learning outcomes, but additional examples of specific student outcomes are provided later.

Instruction includes all classroom-based activities related to counselling — activities that are part of regularly scheduled courses. Some are taught by counsellors, while others may be taught by classroom teachers. They may include courses for which a counsellor is the designated instructor, as well as courses where the counsellor team teaches in a colleague's classroom, and courses taught by classroom teachers that contain one or more guidance units. Instruction includes the situation where a counsellor teaches a particular course such as junior high health. It also includes situations where a counsellor teams with another staff member to offer a module within an existing course such as a unit on resumé writing in English 10 or a module on relaxation to reduce public-speaking anxiety in Social Studies 8. Regardless of who does the teaching and which courses contain the instructional components, the student outcomes should be identified and carefully sequenced so that they are readily identified as part of the total program.

System Support consists of all other elements of the counselling program that do not fit into the above categories. They include:

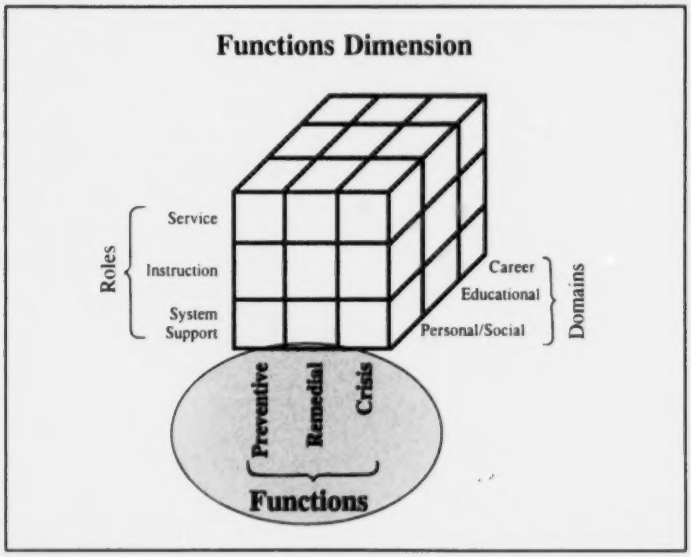
- student program planning and timetabling
- monitoring student progress
- networking with third parties such as, agencies and parents
- marketing the counselling program to students, teachers and parents
- public relations with staff and community
- the counsellors' own professional development, including professional reading
- serving on committees/advisory boards
- research, e.g., conducting a needs analysis
- community outreach/coordination
- managing/coordinating the counselling program
- program development, e.g., designing a new program in conflict resolution or self-esteem building.

Many of these activities are designed to make school a better place to be.

Functions

Functions of the counselling program are grouped in three broad categories: preventive, remedial and crisis.

Figure 1.6



Preventive components include developmental programs that are appropriate for all students in the school system. They give students the basic life skills required to function effectively as young people and later as adults. *Preventive programs also are intended for at-risk students* to teach them necessary skills to cope with potential problems. Much of the preventive work in a counselling program happens through instruction, but it can also occur through service. This includes small group workshops outside of regularly scheduled classes, individual counselling or inservice to the teacher staff, and through system support such as promoting a new program to help students quit smoking, suicide prevention or conflict resolution.

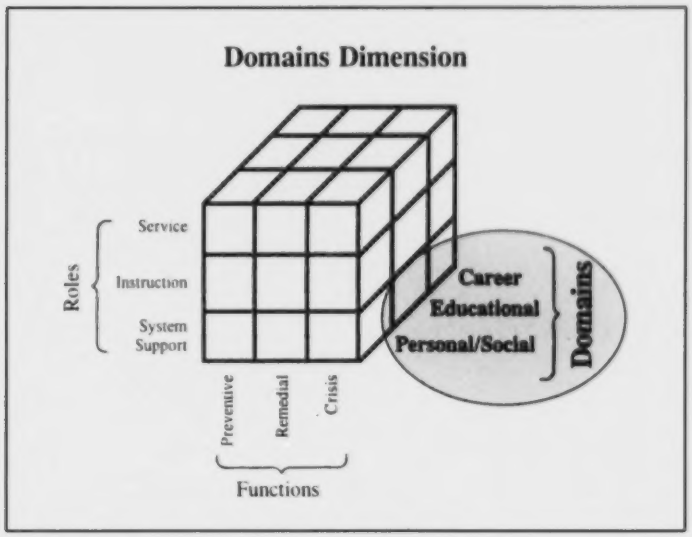
Remedial components address problems that have developed. They tend to be skill-or-competency focused and help students overcome problem situations or cope with them in better ways. Some examples include relaxation programs, conflict-resolution or anger-management skills, study skills, etc. If students are already experiencing difficulty in a particular area (e.g., exam stress) then skill training is thought of as remedial.

The **Crisis** component of the program is designed for extreme situations requiring immediate attention. The majority of crisis intervention consists of individual counselling and support to a few students and families facing emergency situations. Severe situations involving personal crises are referred to outside agencies.

Domains

Learning domains are grouped in three broad categories: personal/social, educational and career.

Figure 1.7



Personal/Social. The focus of this area is to help students cope with the various demands in their lives. This may involve:

- helping students become more self-accepting
- teaching them skills to handle the problems they encounter
- interact cooperatively with others
- providing information about careers, substance abuse or AIDS.

The content of the personal/social portion of the program may be addressed through classroom instruction, or service, or system support. It may be preventive in focus, or remedial or crisis-oriented. Generally, the personal/social content in a counselling program helps students acquire basic life skills.

Educational. The focus here is to help students adopt a perspective that places high priority on planning their educational futures. This includes:

- course advising
- program planning
- learning the specific skills that help students navigate through the educational system.

The focus is preventive (working with new students to plan their high school programs) or remedial (helping a student deal with finding out that he or she does not have the necessary prerequisite to enter an apprenticeship program) or crisis (helping a student who has failed five exams in a row and now feels completely overwhelmed). Addressing the educational content of the counselling program may be done through instruction (when one or two classes in a course are devoted to helping students select options and plan their high school programs), through service (helping individual students plan their courses), or through system support (preparing guidelines for parents to discuss course options with their children and assist them in planning tentative high school programs). All activities that help students take charge of their educational futures and learn to navigate through the educational system are part of the educational component.

Career. The focus here is to help students adopt a perspective that places a high priority on planning their futures. The main focus is often on helping students make transitions from high school to trades training, apprenticeship programs, post-secondary institutions or direct entry into the labour force. This may involve teaching students to self-monitor and/or self-assess their personal characteristics, set personal goals, monitor progress towards their goals, know their aspirations and other learning outcomes that can help them plan their futures.

Keeping the Program Integrated and Comprehensive

It is important to think of the domains component as combined with both the function and role dimensions in the model. Personal/social issues may be addressed with a preventive focus via any of the three roles: in instruction (AIDS awareness modules in a health course), or in system support (rules banning smoking on school premises), or in service (by running small group sessions on overcoming shyness). Any of these issues may be addressed with a remedial focus if problems have already developed and require attention.

Moving to the Future

PART B: EVALUATION — MODELS AND METHODS

For effective evaluation:

- **plan program and evaluation together**
- **evaluate BOTH process and outcomes**
- **evaluate learning outcomes and long-term/global outcomes.**

Recent findings indicate there is little systematic evaluation done on the outcomes associated with school counselling. When evaluation is done, it tends to focus on consumer satisfaction with the counselling process rather than the impact of counselling on a student's life or the problem. Before attempts to evaluate the outcomes of counselling are undertaken, it is important to have a clear idea regarding the legitimate outcomes. It is also important to develop a view of counselling that includes evaluation as an integral part.

Some authors (e.g., Killeen, White & Watts, 1993) point out that the more legitimate outcomes of counselling are in fact learning outcomes: the changes in knowledge, skills and attitudes that are precursors of socio-economic and personality change. These authors believe it is inappropriate to judge the success of counselling on factors over which counselling has little control. It is more appropriate to evaluate the success of counselling on the learning outcomes that lead to other sorts of change.

Two examples illustrate this point. Self-management skills have been shown to have a positive impact on motivation. When people learn these self-management skills, counselling should be judged successful. The fact that these types of activities and the resulting positive effect on motivation can be shown to have a positive impact on school achievement, personal satisfaction, productivity, job placement rates and other similar socio-economic variables, is a bonus. The Conference Board of Canada surveyed employers to find out what skills they thought adolescents need to make successful transitions into the labour force. The result is the *Employability Skills Profile* on page 25. It is important to note that traditional "academic skills" account for only a small portion of the skill set identified as important for success.

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The skills in the *Employability Skills Profile* are legitimate outcomes for counselling and probably would lie in the "career domain area" in the model, because employers have identified them as important for success in school and work. However, many of the skills in the *Employability Skills Profile* also represent basic life skills and could be thought of as belonging in "educational" or "personal/social" areas. The generic nature of these skills means they can easily be taught in a variety of subject areas, not just subjects identified as guidance-related subjects.

The Conference Board of Canada Employability Skills Profile: What Are Employers Looking For?

Employability skills are the general skills, attitudes and behaviours that employers look for in new recruits and that are developed through training programs for current employees. In the workplace, as in school, the skills are integrated and used in varying combinations, depending on the nature of the particular job activities.

EMPLOYABILITY SKILLS PROFILE: The Critical Skills Required of the Canadian Workforce		
Academic Skills Those skills which provide the basic foundation to get, keep and progress on a job to achieve the best results	**Personal Management Skills** The combination of skills, attitudes and behaviours required to get, keep and progress on a job and to achieve the best results	**Teamwork Skills** Those skills needed to work with others on a job and to achieve the best results
Canadian employers need a person who can: **Communicate** • Understand and speak the languages • Listen to understand and learn • Read, comprehend and use written materials, including graphs, charts and displays • Write effectively in the languages in which business is conducted **Think** • Think critically and act logically to evaluate situations, solve problems and make decisions • Understand and solve problems involving mathematics and use the results • Use technology, instruments, tools and information systems effectively • Access and apply specialized knowledge from various fields (e.g., skilled trades, technology, physical sciences, arts and social sciences) **Learn** • Continue to learn for life.	Canadian employers need a person who can demonstrate: **Positive Attitudes and Behaviours** • Self-esteem and confidence • Honesty, integrity and personal ethics • A positive attitude toward learning, growth and personal health • Initiative, energy and persistence to get the job done **Responsibility** • The ability to set goals and priorities in work and personal life • The ability to plan and manage time, money and other resources to achieve goals • Accountability for actions taken **Adaptability** • A positive attitude toward change • Recognition of and respect for people's diversity and individual differences • The ability to identify and suggest new ideas to get the job done — creativity.	Canadian employers need a person who can: **Work with Others** • Understand and contribute to the organization's goals • Understand and work within the culture of the group • Plan and make decisions with others and support the outcomes • Respect the thoughts and opinions of others in the group • Exercise "give and take" to achieve group results • Seek a team approach as appropriate • Lead when appropriate, mobilizing the group for high performance.

The brochure, *Employability Skills Profile: What Are Employers Looking For?* is available from the Conference Board of Canada, 255 Smyth Road, Ottawa, Ontario, K1H 8M7.

In moving to the future and planning the evaluation of a comprehensive counselling program, counsellors need to make sure that the processes, as well as the outcomes associated with the program, are described clearly. The activities should be linked to student learning outcomes and the evaluation of the counselling program needs to reflect the achievement of the student outcomes rather than the activities in which the counsellors are engaged.

When developing a comprehensive counselling program, counsellors need to make sure the processes and outcomes identified are achievable so that when the criteria for accountability are identified, counsellors commit to undertaking a deliverable goal. In school counselling contexts, these deliverable goals should undoubtedly be learning outcomes that lie within one of the components of the program model outlined earlier.

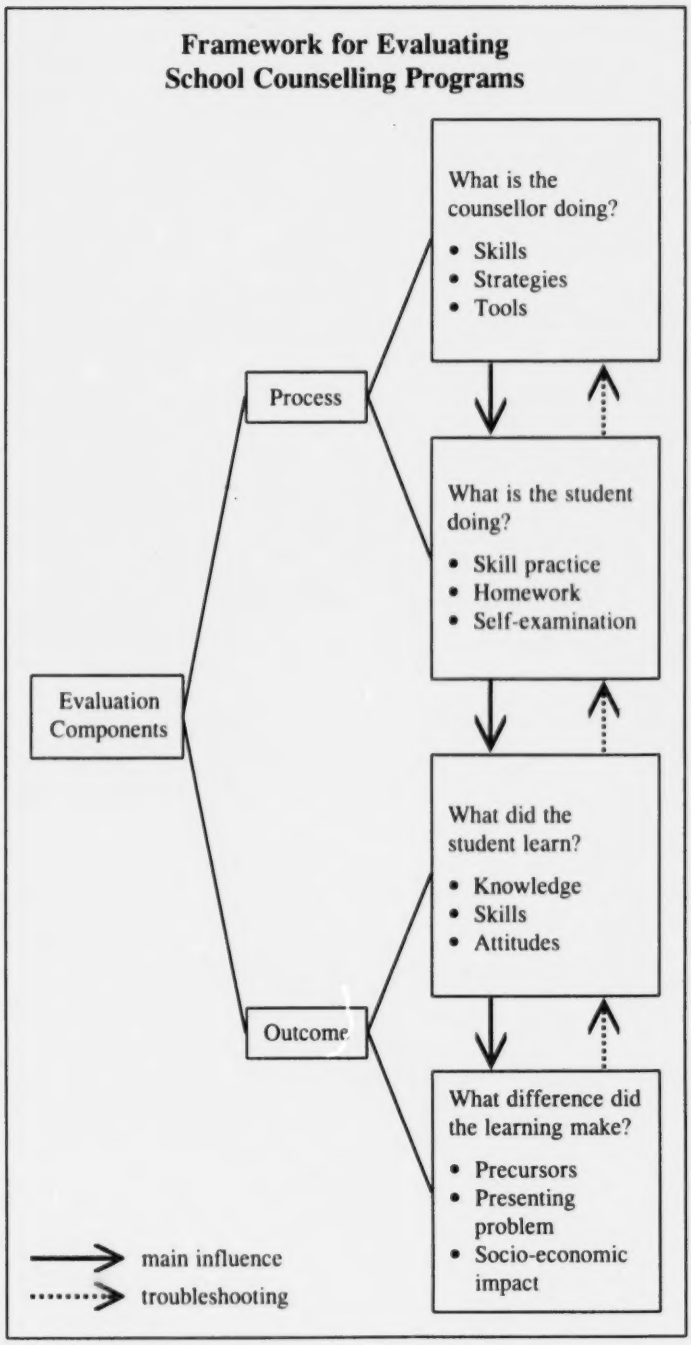
Process and Outcomes: "Equal Partners" in a Counselling Program

Counsellors need to view evaluation in counselling in a different way. Just as no other component of a school program could survive without an explicit procedure for assessing student learning, the counselling program needs to have a clear procedure for measuring the extent to which student learning outcomes have been achieved. Acceptable procedures for evaluating the learning outcomes associated with counselling programs include those used in other subjects where experiential activities are used in addition to informal assessment devices like checklists, monitoring sheets, student feedback forms and occasionally, standardized tests.

A Framework for Evaluation

One possible framework for approaching the evaluation of counselling is presented in Figure 2.1. In Figure 2.1, process and outcome are seen as equal partners.

Figure 2.1


Framework for Evaluating
School Counselling Programs
Evaluation Components
Process
Outcome
What is the counsellor doing?
• Skills
• Strategies
• Tools
What is the student doing?
• Skill practice
• Homework
• Self-examination
What did the student learn?
• Knowledge
• Skills
• Attitudes
What difference did the learning make?
• Precursors
• Presenting problem
• Socio-economic impact
main influence
troubleshooting

Counsellor-and-student processes are seen as interacting with each other: counsellors base their actions on what they see happening with students and students in turn react to what counsellors do. Ideally, counsellor-and-student processes complement one another, but in order to evaluate the processes leading to counselling outcomes, evaluation procedures need to allow for the differential effects of counsellor-and-student process. When counselling is successful, changes are reflected in motivation, self-awareness, capacity for self-direction, personal agency and other precursors, or on socio-economic variables directly, or on aspects of the student presenting problem.

Figure 2.1 can also be used to troubleshoot alternative courses of action when the results of the evaluation are not as expected. The process is depicted by the "dashed" arrows in Figure 2.1. If the change in the presenting problem or impact on the learner's life is not as expected, it makes sense to examine whether the student learning outcomes have been achieved. If the learning outcomes are not present, then no change in the presenting problem should be expected. Every math teacher knows that students who do not do their homework on a regular basis seldom demonstrate mastery of the learning outcomes. The same is likely true for other school subjects: students who do not engage in the "program" usually do not learn much. The same is true of the learning outcomes that are part of the counselling program. Sometimes student learning is less than desirable because teachers have not followed the curriculum closely enough or have not used the methods ideally suited for a particular subject or type of student. For example, teachers and counsellors report that a didactic approach to teaching career education usually is not successful. What works better is an experiential approach. Therefore, in troubleshooting the reasons for an unexpected evaluation result, it is important to address all levels in the framework for evaluation, i.e., what the teachers or counsellor was doing, what the student was doing, the learning outcomes, and an assessment of the more global impact. The model in Figure 2.1 can be used for both **summative** and **formative** purposes.

A Different Emphasis for Evaluation

Informal evaluation procedures play a far greater role in evaluation procedures in this model. In the past, formal standardized assessment techniques predominated in counselling circles while informal methods were discouraged. However, the rich heritage of informal teacher-generated evaluation procedures that are part of the educational system are invaluable to draw on when developing methods for monitoring and evaluating counsellor-and-student process and for assessing learning outcomes and the precursors, i.e., the outcomes that precede personality or socio-economic impact. The educational background and training of school counsellors will prove invaluable in identifying ways of evaluating learning outcomes. Teachers receive considerable training in devising ways of assessing student learning.

Counsellors can draw on their previous experience as classroom teachers and consult with their teacher colleagues in designing ways to monitor student process and track student learning outcomes. These methods include checklists of client homework completion, number of job interviews attended, level of subjective stress during an interview or a class presentation and motivation swings during the day. They might also include specially designed forms that summarize and tabulate client progress towards counselling goals and/or itemize the extent to which the expectations of a referring teacher or community agency might be met. They might include forms to keep track of student home-relaxation practice, career-exploration activity or use of study skill techniques in other courses. For interpersonal skills training, there might be checklists to track the number of positive comments that a student makes to a teacher or to another student, a list of specific skills that were practised in class and an indication of the student's mastery of each skill and/or the use of each skill in situations outside the class. Examples of these checklists are included in Appendix B. Such informal assessment methods must be seen as legitimate ways of evaluating counselling outcomes.

A Final Comment on Evaluation

In times of increasing accountability, consumer satisfaction and client-use data will not provide enough support to justify continued resource allocation for counselling. Counsellors need to look also at the outcomes resulting from counselling. Stronger accountability arguments can be made when counsellors have comprehensive program evaluation data to support their claims that counselling has a positive impact on the school. Generally speaking, evaluating outcomes and reporting results has three strong functions:

a. they help to prepare strong accountability arguments to help avoid funding cuts
b. they help identify and focus counsellor-and-teacher energy on areas where improvements can be made
c. perhaps most importantly, they help to market and promote areas where success is being demonstrated.

Moving to the Future

PART C: ILLUSTRATIVE OUTCOMES AT ELEMENTARY, JUNIOR HIGH AND SENIOR HIGH SCHOOL LEVELS

Counselling outcomes

- **describe the results of counselling**
- **are student based**
- **identify the knowledge, skills or attitudes that are learned through participation in the counselling program**
- **are not activities**
- **result from counsellors and other school staff.**

Some examples to illustrate the way in which student outcomes differ from the traditional process or activity-based counselling program plans are listed on the following pages. The illustrative outcomes are organized according to domains (career, educational, personal/social) and functions (preventive, remedial, crisis) and are grouped for presentation according to the roles dimension (instruction, service, system support). Most people find it easiest to begin the task of identifying student outcomes by examining their roles or modes of delivery, identifying the activities they are engaging in and asking themselves the question "What is it that I hope students will gain from this?", phrasing their answer in a way that permits gathering evidence that the outcome is reached.

In cases where student learning is the goal, the outcome statement in the illustrations should be prefaced by the statement "Students can..." or "Students will...". In cases pertaining to teachers or parents, the outcome is stated for that particular group.

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I. INSTRUCTION

Sample Outcomes for ELEMENTARY SCHOOL Counselling Programs

(Outcomes deriving from courses or parts of courses)

Program Focus	Career	Educational	Personal/Social
Preventive	• describe the work of family members • identify four ways in which the nature of work is changing for men and women • define stereotypes and indicate how stereotypes affect them • imagine what they will be doing 15 years from now and describe what they must do to realize their dream	• describe how they learn something • describe why they like their favourite subject • describe three good study habits • know how to ask questions in class • know how to get ready to work • demonstrate setting short-term goals for assignment completion	• describe at least three things about themselves that they like • describe how they can make and keep friends • describe the steps involved in conflict resolution • apply problem-solving steps to conflict situations • define values and describe their own • learn a method to relax and avoid stress
Remedial	• any of the above could be "remedial outcomes" if the student encountered a problem before the instruction occurred		
Crisis	• unlikely to encounter career crises at this age	• describe why standardized achievements tests are useful	• demonstrate a group plan for dealing with scapegoating and name calling

Sample Outcomes for JUNIOR HIGH SCHOOL Counselling Programs

(Outcomes deriving from courses or parts of courses)

Program Focus	Career	Educational	Personal/Social
Preventive	• describe how some jobs might be different in the future • explain how needs can be met in work and leisure • describe how their present skills can determine their future careers • describe how stereotypes affect people's career identities • describe their career-related skills, interests and values • explore at least one non-traditional career	• identify what motivates them to succeed • identify different ways to prepare for tests in different subjects • demonstrate good study skills • analyze test results and make a plan for improvement • learn how to take good notes • develop a tentative educational plan for the next five years	• describe ways in which peer pressure influences them • provide examples of how past decisions have affected present situations • describe what self-concept is • list and prioritize their current values • identify their own biases and stereotypes • describe ways to organize their personal time
Remedial	• any of the above could be "remedial outcomes" if the student encountered a problem before the instruction occurred		
Crisis	• unlikely to encounter career crises at this age	• describe how changes in high school graduation requirements affect junior high programs	• describe procedures for dealing with the suicide of a friend and use at least two such procedures

Sample Outcomes for HIGH SCHOOL Counselling Programs

(Outcomes deriving from courses or parts of courses)

Program Focus	Career	Educational	Personal/Social
Preventive	• relate their career paths to their educational plans • evaluate the flexibility in their career plans • learn strategies for dealing with sexual harassment • describe role conflicts they may experience as adults • develop at least one back-up career plan	• review their educational plans • identify the barriers to and resources for achieving their educational plans • demonstrate good study skills • collect information relevant to their post-secondary plans	• describe how they can monitor and control/direct their feelings • demonstrate relaxation skills for controlling stress • demonstrate an anger-management strategy • demonstrate good interpersonal skills
Remedial	• implement a strategy for dealing with sexual harassment • identify career-relevant skills, interests, values and personal factors	• revise high school program to include courses necessary for admission to post-secondary programs • implement study skills in a specified course	• make fewer put-downs (use more positive strokes) when dealing with peers • reduce by applying effective exam-writing skills
Crisis	• develop job search plan for summer employment	• describe why admission quotas for apprenticeship programs have changed	• implement plan for dealing with suicide • describe plan for reducing violence in school

II. SERVICE

Sample Outcomes for ELEMENTARY SCHOOL Counselling Programs

(Outcomes deriving from service delivered outside of class time)

Program Focus	Career	Educational	Personal/Social
Preventive	• know how to deal with teasing about choosing an activity usually selected by the opposite sex	• know how to organize their class and homework materials	• use a method to relax and avoid stress • use peer support team to resolve playground conflict
Remedial	• express satisfaction regarding exploration of careers	• identify steps in being more organized • implement plan for doing homework	• implement steps in conflict-resolution program
Crisis	• unlikely to encounter career crises at this age	• parents will help student to keep materials organized at home	• parents will be more supportive at home • other teachers will point out examples of cooperation on playground

Sample Outcomes for JUNIOR HIGH SCHOOL Counselling Programs

(Outcomes deriving from service delivered outside of class time)

Program Focus	Career	Educational	Personal/Social
Preventive	• select high school courses to broaden career options • teachers will infuse career information in their courses	• relationship between high school program and current achievement	• describe relationship between student actions and peer reactions • peer support team will have better listening skills
Remedial	• make use of peer support team to assist in using career files	• develop plan to increase grades • implement good study skills in specific subjects	• make use of peer support team as a sounding board
Crisis	• unlikely to encounter career crises at this age	• implement program to make school personally more relevant • develop a plan to recruit parent support for choice of courses or options	• have concerns about crisis normalized • develop a plan for resolving crisis situation

Sample Outcomes for HIGH SCHOOL Counselling Programs
(Outcomes deriving from service delivered outside of class time)

Program Focus	Career	Educational	Personal/Social
Preventive	• relate their career paths to their educational plans • develop job-search strategy for summer employment • teachers will infuse career information in their courses	• review their educational plans • identify potential scholarship sources • parents will describe high school programs and how they connect to post-high-school alternatives	• implement relaxation skills for controlling stress • implement skills for overcoming shyness
Remedial	• revise high school program to accommodate new career choices • explore at least three career alternatives • explore at least two non-traditional career options	• revise high school program to include courses necessary for admission to post-secondary programs • implement good study skills in specified courses	• use self-talk skills to manage anger • implement strategy for increasing self-confidence
Crisis	• develop plan to permit part-time work and complete school courses • develop job-search skills	• develop and implement a plan to increase grades • establish a program to increase attendance	• develop a plan for resolving crisis situation • identify others to assist in dealing with future crises

III. SYSTEM SUPPORT

In the system support program area, the outcomes may not necessarily involve student learning directly, but may be in terms of effects on other teachers, parents or community agencies. The outcomes may also result from activities like program development which has an indirect effect on students.

Sample Outcomes for ELEMENTARY SCHOOL Counselling Programs
(Outcomes deriving from System Support)

Program Focus	Career	Educational	Personal/Social
Preventive	• recruit four teachers to incorporate or infuse career education in their classes • plan career field trip to the zoo	• identify students needing behavioural referral • develop good work habits program	• identify community referral sources for family problems • obtain position on interagency advisory council
Remedial	• compile parent resource list to talk to classes about their jobs	• refer students for behavioural assessment • identify social skills program for problem students	• identify new program for building self-esteem • implement self-esteem program in two classes
Crisis	• unlikely to encounter career crises at this age	• new teachers use student-profile information in planning	• arrange for teacher referral of suspected abuse

Sample Outcomes for JUNIOR HIGH SCHOOL Counselling Programs
(Outcomes deriving from System Support)

Program Focus	Career	Educational	Personal/Social
Preventive	• provide new ideas to four teachers to infuse career education in their courses • organize a "Day in the Work Force" career fair	• identify student programs needing revision • develop program for teaching study skills • complete needs analysis • establish priorities on needs analyses results	• identify at least three community agencies that can be used for referral • obtain position on district counselling program advisory council
Remedial	• recruit four new teachers to infuse career education in their courses	• recruit staff to implement study skills program	• design new program in conflict management • recruit staff to implement conflict-management program
Crisis	• unlikely to encounter career crises at this age	• new teachers complete student profiles without errors	• refer students to community agency • obtain follow-up report from referral agency

Sample Outcomes for HIGH SCHOOL Counselling Programs

(Outcomes deriving from System Support)

Program Focus	Career	Educational	Personal/Social
Preventive	• recruit four teachers to infuse labour market information in courses • organize a career fair	• identify student programs needing revision • develop checklist for monitoring student use of study skills • junior high students will understand relationship between JH courses, HS programs and post-HS career alternatives	• identify at least three community agencies that can be used for referral • obtain position on family violence advisory council
Remedial	• recruit two parent volunteers to assist with computer career exploration • arrange for job-site visit by non-co-op education students	• arrange for study skills sessions for students who need them • design program in communication skills • recruit two teachers to field-test communication skills program	• recruit lung association to conduct quit smoking program in school • obtain partnership with local contractor to upgrade bulletin boards
Crisis	• arrange for job interview for student • arrange for student to visit Alberta Career Centre	• new teachers complete student profiles without errors	• refer students to community agency • obtain follow-up report from referral agency

Moving to the Future

PART D: COUNSELLING PROGRAM PLAN (CPP): ADJUSTING THE MODEL TO MATCH STUDENT NEEDS

A counselling program plan:

- contains guiding principles
- includes BOTH guidance and counselling functions
- spans all dimensions and components in the comprehensive counselling program model
- spans all grades and includes all students in the school
- allocates time and resources across all dimensions of the model.

The version of the model that operates in a given school is best produced through a series of consultations among the guidance and counselling staff, school administration and other school staff. Other factors to consider are the needs assessment, the composition of the student body and teaching staff. This way, the counselling program is responsive to the needs of students and ensures there is administrative support for the mix of priorities that consensus indicates are important. The specific model that exists in any given school varies from one school to the next. Some schools focus more on personal/social problems and others place more emphasis on career planning. Some schools utilize counsellors for greater instructional roles (at the expense of service or system support) and other schools focus more on using the counsellors' unique skills in the service area, using their counsellors minimally for instructional purposes.

The end result of the consultations between the guidance and counselling staff and other stakeholders should be a counselling program plan that outlines the priorities across each of the program components, allocation of staff resources and student outcomes that are intended for each component. The CPP becomes a scope and sequence chart for the counselling program and an activity list for the counsellors and others involved.

REMEMBER: "Counselling program" in this monograph always refers to the combination of guidance and counselling functions.

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The CPP is best thought of as a scope and sequence chart for counselling programs that encompasses all grades and all levels of students in the school. Currently, guidance counsellors in many schools produce a list of activities in which they are involved during the school year. The CPP is different from such an activity list in that the focus in the CPP is on student outcomes rather than the activities in which counsellors engage. Because the CPP is comprehensive, it includes all guidance and counselling outcomes. This includes the outcomes that counsellors address directly and those addressed by classroom teachers and other community resource personnel such as crisis workers, social workers, the police liaison officer and parent volunteers. The CPP includes those outcomes addressed in regularly scheduled classes and teacher advisory groups, as well as in personal interactions with the counsellor. It is important that the skills for high school students described in the CPP include transition to a variety of post-secondary alternatives, not just universities, and not just academic pursuits. In carrying out the CPP, personal contact and involvement are emphasized instead of superficial contact with each student once a year to check course registration or interpret test scores.

The CPP should begin with a statement outlining the guiding principles of the counselling program, which is typically developed using a team approach involving students, teachers, administration, parents and any other stakeholder groups in the program. The guiding principles should contain a mission statement, outlining: a. what service will be provided, b. to whom and, c. by whom. The guiding principles should also address factors such as: staffing, facilities, resources, advisory committees, budget and the relative allocation of time across the three dimensions of the model, roles (service, instruction, system support), functions (preventive, remedial, crisis), and domains (career, educational, personal/social).

The CPP also outlines the student outcomes that the counselling program strives to produce. Although it may not be possible to specifically identify all the outcomes resulting from the counselling program, an attempt should be made to identify the main areas involved. The outcomes listed in the CPP are the guidance and

counselling equivalents of math knowledge outcomes or typing skill levels in the respective scope and sequence charts of those subject areas.

Counselling Program Plan: Illustrative Examples

Two sample CPPs are given below. A third example was given at the beginning of this monograph. Because of space restrictions, only part of the CPP is represented, but enough is given to provide a flavour of how the various learning outcomes fit into a scope and sequence across grades. The counselling model (Figure 1.2) provides the organizational framework for the CPP. Because ultimately the cube must be reduced to a flat surface in order to be described, schools will vary in what they choose as their primary organizing dimension. In the examples below, domains are the main organizing dimension, with functions and roles being addressed within each content area.

The two sample CPPs illustrate a comprehensive program plan at the elementary and senior high school levels.

Sample Counselling Program Plan

N.O.T. So Elementary School
Counselling Program Plan

Guiding Principles

The N.O.T. So Elementary Comprehensive Guidance and Counselling Program is dedicated to making learning a positive experience for all students. The counsellor and teaching staff involved in the program endeavour to:

- create a positive school environment where children can learn and achieve successfully
- facilitate communication among students, teachers, administrators, parents and others involved on the educational team
- help increase students' social effectiveness and abilities to cope
- help students learn decision-making processes

- improve personal and social relationships
- facilitate positive behaviour change.

In striving to meet these goals, the counsellor and teaching staff involved in the counselling program offer:

- individual counselling to students in crisis
- individual and group consultation to students encountering social/personal, educational or career difficulties, and their parents
- group instruction that provides students with the skills needed to successfully deal with social situations, personal and educational growth
- support to teachers and parents on issues affecting the development of the students.

The program is guided by an advisory committee consisting of students, parents, teachers, support staff and school administration. The program emphasis is influenced by the results of an assessment of student needs conducted every two years. The program is staffed by a guidance counsellor, a resource teacher, a part-time school nurse and selected teachers who work together to meet the goals outlined above.

The specific learning outcomes that the counselling program strives to achieve are outlined on the following pages. They represent the range of services that students, teachers, parents and the community at large can expect. The relative time allocation across the three main dimensions of the program are:

Domains

Approximately half of the program time will be focused on:

- personal/social issues.

The balance of the program time will be divided equally between:

- educational planning
- career preparation (helping teachers infuse career education into the curriculum).

Roles

Approximately equal time will be spent on:

- service
- instruction
- system support.

Functions

Approximately two-thirds of the time will be spent on:

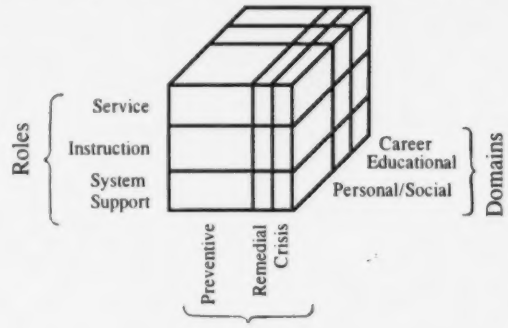
- preventive programs.

The balance of time will be divided between:

- dealing with crisis situations that emerge (crisis)
- assisting students who are encountering continuing problems that require attention (remedial).

Figure 4.1

A Model for a Comprehensive Guidance and Counselling Program at N.O.T. So Elementary School



N.O.T. So Elementary School
Sample Counselling Program Plan

Career Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
ECS-3	• describe the work of family members	teacher—health	preventive-instructional
	• identify and describe five jobs in the zoo	teacher—field trip to the zoo	preventive-instructional
	• compile list of parents to talk to classes about their jobs	counsellor	preventive-system support
4-6	• imagine what they will be doing 15 years from now and describe what they must do to realize their dreams	teacher—health	preventive-instructional
	• identify four ways in which the nature of work is changing for men and women	teacher—social studies	preventive-instructional
	• define stereotypes and indicate how stereotypes affect them	teacher—math	preventive-instructional
	• know how to deal with teasing about choosing an activity usually selected by the opposite sex	counsellor—individual	remedial-service
	• express less pressure about making a career choice	counsellor—parent meeting	remedial-service
General	• at least four teachers will infuse career education in their classes	counsellor—contact with individual teachers	preventive-system support

N.O.T. So Elementary School
Sample Counselling Program Plan

Educational Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
ECS–3	• describe how they learn something	teacher—health	preventive-instructional
	• identify steps in being more organized	teacher—math	preventive-instructional
	• know how to organize their class and homework materials	teacher—social studies	preventive-system support
	• parents will help student to keep materials organized at home	counsellor—parent meeting	preventive-service
	• describe why they like their favourite subject	teacher—health	preventive-instructional
4–6	• know how to ask good questions in class	teacher—social studies	preventive-instructional
	• implement plan for doing homework	teachers—all subjects	preventive-instructional
	• describe three good study habits	teacher—health	preventive-instructional
	• learn to set short-term goals for assignment completion	teacher—social studies	preventive-instructional
	• problem students will learn social skills	counsellor—designated students	remedial-service
General	• develop new good work habits program	counsellor	remedial-system support
	• students with special needs will receive an individualized program plan	counsellor—learning strategies consultant	remedial-system support

N.O.T. So Elementary School
Sample Counselling Program Plan

Personal/Social Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
ECS–3	• describe at least three things about themselves that they like	teacher—language arts	preventive-instructional
	• describe how they can make and keep friends	teacher—health	preventive-instructional
	• describe the steps involved in conflict resolution	teachers—all classes	preventive-instructional
	• parents will be more supportive of students at home	counsellor—parent meeting	preventive-service
	• identify/develop a new program for building self-esteem	counsellor	remedial-system support
4–6	• apply problem-solving steps to conflict situations	teachers—all classes	remedial-instructional
	• define values and describe their own	teacher—health	preventive-instructional
	• learn a method to relax and avoid stress	counsellor and teacher—module in math	preventive-instructional
	• use peer support team to resolve playground conflict		
	• implement steps in conflict resolution program	counsellor—individual	remedial-service
General	• other teachers will point out examples of cooperation on playground	counsellor—teacher inservice	remedial-service

Sample Counselling Program Plan

Mile High School
Counselling Program Plan

Guiding Principles

The Mile High Comprehensive Guidance and Counselling Program is dedicated to fostering the total development of all students in the school and to assisting teachers and parents in their efforts to foster adolescent development. The counsellors and teaching staff involved in the program offer:

- individual counselling to students in crisis
- individual and group consultation to students encountering career, educational or personal/social difficulties
- group instruction that provides students with the skills needed to successfully deal with career, educational and personal/social life situations
- support to teachers, parents and the community at large in areas affecting the development of the students.

The counselling program is guided by an advisory committee consisting of students, parents, teachers, support staff and school administration. The program emphasis is influenced by the results of an assessment of student needs conducted at least every three years. The program is staffed by a guidance counsellor, a school resource officer, a part-time school nurse and selected teachers in English, social studies, mathematics and home economics.

The specific learning outcomes that the program strives to achieve are outlined on the following pages. They represent the range of services that students, teachers, parents and the community at large can expect. The relative time allocation across the three main dimensions of the program are:

Domains

Approximately equal time will be spent on:

- career preparation
- educational planning
- personal/social issues.

Roles

Approximately equal time will be spent on:

- service
- instruction
- system support.

Functions

Approximately half of the time will be spent on:

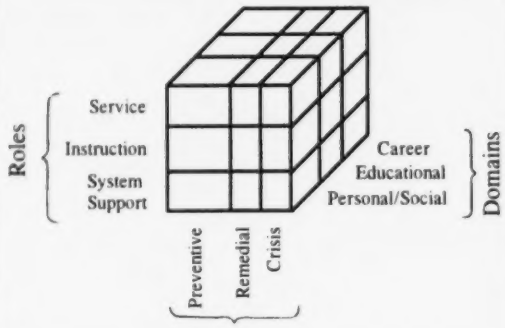
- preventive programs.

The balance of time will be divided between:

- dealing with crisis situations that emerge (crisis)
- assisting students who are encountering continuing problems that require attention (remedial).

Figure 4.2

A Model for a Comprehensive Guidance and Counselling Program at Mile High School



Mile High School
Sample Counselling Program Plan

Career Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
10	• prepare a resumé • complete job applications	English—all sections taught by class teacher	preventive-instructional
11	• learn a career decision-making process • develop a self-profile that includes values, future aspirations, sources of personal satisfaction, interests and abilities • learn how to research career information • become aware of a wide variety of career alternatives • develop a realistic career plan • learn and demonstrate job interview skills • development of personal agency, i.e., the attitude that people can influence their future course of events • realize the need for and develop a back-up career plan	CALM 20	preventive-instructional
12	• review post-high-school career plans and check prerequisites • develop with students a plan for dealing with prerequisite problems • learn strategies for dealing with sexual harassment • develop job search skills • complete application/ registration forms for post-high-school plans	counsellor counsellor—individual counsellor—small groups at lunch time counsellor—small groups at lunch time counsellor—individual	preventive-system support remedial-service preventive-service preventive-service preventive-service
General	• parents will acquire knowledge and skills to discuss career plans with student • counsellor will understand changes in entrance requirements for post-high-school training alternatives • students will understand the consequences of dropping a course	counsellor—parent meeting counsellor meet with post-secondary liaison officer counsellor—individual	preventive-service preventive-system support remedial-service

Mile High School
Sample Counselling Program Plan

Educational Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
9	• develop a specific course program for Grade 10	counsellor visit to junior high feeder school	preventive-system support
10	• develop Grade 10 program for new students	counsellor—individual	service-instruction
	• develop a tentative course program for Grades 10–12	counsellor—one class period in Social Studies 10	service-instruction
	• students acquire and use basic study skills	noon hour groups for designated students	service-remedial
	• develop a specific course program for Grade 11	counsellor—one class period (science block)	service-instruction
11	• develop Grade 11 program for new students	counsellor—individual	preventive-service
	• review tentative course program for Grades 11–12	counsellor	preventive-system support
	• develop a specific course program for Grade 12	counsellor—one class period in Social Studies 10	preventive-instructional
	• review course prerequisites and post-high-school plans	counsellor	preventive-system support
	• conference with students who have prerequisite problems	counsellor—individual	service-remedial
12	• develop Grade 12 program for new students	counsellor—individual	preventive-service
	• develop relaxation skills for exam stress	counsellor—small groups at lunch time	remedial-service
	• acquire time-management skills	counsellor—small groups at lunch time	remedial-service
General	• parents will understand the focus and scope of service of guidance and counselling program	counsellor—parent meeting	preventive-service
	• relevant teachers will be informed about education requirements for students with special needs	counsellor—individual teachers	preventive-system support
	• parents will be informed about reasons for and consequences of student's failing grades	counsellor—parent	remedial-service

Mile High School
Sample Counselling Program Plan

Personal/Social Domain			
Grade	**Student Outcomes**	**Who + Where**	**Functions/Roles**
10	• identify sources of social support and access that support when needed	counsellor—individual	remedial-service
	• learn a strategy for setting goals and developing action plans to achieve the goals	counsellor and teacher in social studies class	preventive-system support
	• developing skills for marketing oneself	home economics teacher	preventive-instructional
	• acquire and use basic study skills	counsellor and teacher in math classes	preventive-system support
	• students will learn skills involved in raising self-esteem	counsellor—individual	remedial-service
	• students will experience increased self-esteem	counsellor—individual	remedial-service
11	• learn anger-management skills	CALM 20	preventive-instructional
	• learn conflict-resolution skills	counsellor—individual	remedial-service
	• learn skills for managing stress	CALM 20	preventive-instructional
12	• acquire set of basic interpersonal-communication skills	psychology taught by class teacher	preventive-instructional
	• acquire role conflict-resolution skills	counsellor—individual	remedial-service
General	• identify students at risk of dropping out of school	counsellor	preventive-system support
	• at-risk students will attend school more regularly	counsellor—individual	remedial-service
	• students with chronic medical or personal problems will develop a realistic understanding of their situation and develop better skills for coping	counsellor—individual	remedial-service
	• counsellor will secure community agency to assist with school program (e.g., project challenge)	counsellor—community person	preventive-system support
	• counsellor will manage a peer support team	counsellor at lunch time	preventive-system support

Evaluating the CPP

Counselling program evaluation should address:

- **structure**
- **general satisfaction**
- **specific outcomes.**

Here are some key questions to guide the development of a CPP.

Structural Factors

Q1 Is there a statement of the guiding principles of the counselling program?

Q2 Is there a statement of how the counselling program fits into the general mission of the school?

Q3 Are there procedures in place for evaluating all program components?

Q4 Is the evaluation done on a continuous basis?

Q5 Is the counselling program based on a regularly conducted needs assessment?

Q6 Are procedures in place to assess the impact of the program on the school climate?

Q7 Are counsellors and teachers involved in the counselling program supervised and evaluated on the basis of the job descriptions and the learning outcomes associated with their part of the program?

General Factors

Q1 What is the pattern of student use of the program (number of contacts and type of contact, problem types)?

Q2 How did clients (students, teachers, parents) learn about the counselling program?

Q3 Generally speaking, what is the level of satisfaction with the counselling program?

Q4 What are the strengths of the counselling program as it presently exists?

Q5 What suggestions do the clients have for improving the counselling program?

Program Specific Factors

Q1 Is each program dimension in the counselling program plan included in the counselling evaluation plan?

Q2 Are the student outcomes itemized for each program dimension?

Q3 Is there an explicit statement of what will be considered as evidence that the outcome has been attained to a reasonable level of mastery for each student outcome?

Q4 What assessment procedures are in place to collect the evidence that the student outcomes have been attained?

Procedures for addressing these questions should be developed at the same time as the counselling program is being developed. The data collection procedures should be an integral part of the process of implementing the counselling program. When it comes time for a formal evaluation of the counselling program, the task will be one of compiling the data collected as part of the program-delivery process.

PART E: SETTING UP A COMPREHENSIVE GUIDANCE AND COUNSELLING PROGRAM

I. Establish Support

When beginning any new endeavour, it is important to make sure that those affected feel part of the process and are willing to accept change. Obtaining support for a comprehensive guidance and counselling approach involves two main steps:

- **Establish a school advisory committee.** An excellent way to make sure that stakeholders are "on side" and supportive is to involve them in the planning process through an advisory committee. The advisory committee may include: students, teachers, parents, administrators, support staff and perhaps community agencies. The purpose of the advisory committee is to offer a perspective, provide advice to those involved in developing the CPP and to promote the program once it is in place.

- **Develop guiding principles.** One of the first tasks of the advisory committee is to develop the set of guiding principles for the CPP. Although the actual writing likely will be done by a counsellor, the advisory committee will provide valuable insight about the content and emphasis contained in those principles.

II. Let's Get Started: Needs Assessment

- **Design and conduct a needs assessment.** The needs assessment is a key component in an outcome-based approach and an important means for making sure the program is responsive to the needs of the students. In developing a needs assessment, care must be taken to ensure the items reflect the needs of students, rather than adult perceptions of what students need. The

advisory committee is a good forum to provide the collaboration and pilot testing. Sample needs assessment instruments are available from the provincial coordinator of guidance and counselling and the number of sample instruments available will increase as schools share their resources with the provincial coordinator.

- **Determine program priorities.** The results of the needs assessment and the special skills of counsellors and other staff involved in the counselling program should form the basis for the CPP. In cases where adults are convinced that a particular program component is important, but students do not see it as a strong need, there needs to be a plan to market that component so students will see how it is relevant.

III. Develop and Implement Program

- **Establish program goals.** Program development should always begin by clearly identifying goals. The initial step in program development is to identify the goals of the program in as specific terms as possible. In many cases, the program goals and the student learning outcomes will be identical.

- **Enlist assistance and resources to reach goals.** A comprehensive approach to guidance and counselling involves many people in program delivery. It is important to collaborate with others who are affected by the program or who could assist in delivering some part of the program. Potential collaborators may include: classroom teachers, school administration, central office consultants, parent volunteers, community resource workers and business partners.

- **Plan program and evaluation procedures.** This monograph describes how the procedures for evaluating guidance and counselling need to be established as part of program development. When programs are being designed, or when counselling interventions are being planned, it is important to

identify the procedures used to provide evidence that the program is effective and/or information on how the program could be improved.

- **Implement program and evaluation components.** The procedures for monitoring all four levels of information in the evaluation model should be implemented simultaneously with other components in the program. This ensures that evaluation is an ongoing process and that teachers and the counsellor can adjust their interventions, where necessary, to make sure the learning outcomes are achieved.

- **Compile and disseminate evaluation data.** In most approaches to program development, evaluation comes at the end. In this monograph, a central message is that evaluation is an integral and ongoing part of the total program. There is no major evaluation effort at the conclusion of a program. When a particular unit or module or intervention is completed, the data are collected and reported to stakeholders.

CONCLUDING REMARKS

To remain vital, counselling needs a different way of doing business, based on results instead of activities.

As we move to the future it is important to expand the scope of counselling to include the vast domain of knowledge, skills and attitudes that students need to navigate through the educational system, make successful transitions from the educational system and function effectively in their future life roles. These are skills identified as necessary to succeed in life, but that in the past have often not been part of any particular school subject and have often "slipped through the cracks." With the increasing emphasis on flexibility, adaptability and lifelong learning present in society today, the career-related, educational and personal/social life skills described in this monograph can be considered as basics in the future. To achieve this requires more resources than the counsellors in any given school can provide by themselves. It requires a new approach that utilizes a variety of school subjects and classroom teachers, in addition to the resources the counsellors provide directly. Counselling programs now need to position themselves to provide the choreography necessary to make the CPP work effectively.

Consider the case of a legendary Rip van Winkle who fell asleep in a dentist's office 30 years ago and awoke today. Imagine the changes — modern technology, an emphasis on dental hygiene, a focus on prevention, dentists consulting with patients about the work to be done prior to beginning, dentists advising patients about the pros and cons of a given procedure and leaving the final choice to them. There has been a dramatic change in the practice and philosophy of dentistry, in addition to the advances in technology, over the past 30 years. Now imagine our legendary Rip van Winkle falling asleep in a school staff room and awaking 30 years later. What changes would Rip observe? More to the point, imagine what changes Rip would observe in the practice, philosophy and technology used by a school counsellor. True, there would be some new technology, a computer screen perhaps, but changes in the practice and philosophy of school counselling may be difficult to see. Counsellors report (see Conger, Hiebert & Hong-Farrell, 1993) that the vast majority of their clients receive individual

counselling, primarily using a "talk about it" approach. That part has not changed over the past 30 years, even though society and the nature of people's problems have undergone substantial change.

Increasing demands in all sectors of society, coupled with careful attention to accountability in all public sector circles, is producing a call to reorient school guidance counselling from what has become an ancillary, crisis-oriented set of services to a comprehensive, developmental program based on the needs of students and oriented towards student learning outcomes. In a final report on precollege guidance and counselling, the College Entrance Examination Board (1986) points out that in many schools, too few counsellors are trying to do too much for too many, and that no magic ratio of counsellors to students will ensure adequate student service. **What is needed is a different way of doing business: an approach that is based on the results that counselling produces, instead of only the activities in which counsellors engage**. Other writers draw our attention to the observation that in many schools counselling-related learning is occurring outside of the counsellor's office, in venues such as classes taught by non-counsellor teachers, in extra-curricular activities and in peer-helping situations. Counselling programs recognize all of these factors and are an attempt to offer an integrated and sequential set of experiences to students that will help to develop and promote the learning of basic life skills.

The approach described in this monograph is not simple to incorporate and needs considerable coordination, especially in its beginning stages. However, the results will be worth the effort, in terms of reduction of overlapping resources, more efficiency of service delivery, greater accountability and increased impact on students' lives. This monograph is seen as **a starting point**. As schools begin to implement outcome-based approaches, more efficient ways will emerge for formulating the expected outcomes connected to the activities in which counsellors engage. Also, better ways of assessing student outcomes will develop and as these are shared among schools a more effective system will emerge.

The future is before us and will continue to unfold with or without a vision for the future. A wise sage once said "You cannot cross a chasm with two small leaps." In moving to the future, counselling programs must be prepared to make the large leap necessary to remain an important and vital aspect of schooling in Alberta.

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Conference Board of Canada. *Employability Skills Profile: What are employers looking for?* Ottawa, ON: The Conference Board of Canada, 1992.

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Gysbers, N.C. et al. Improving school guidance programs: A framework for program, personnel, and results evaluation. *Journal of Counseling and Development*, 1992, 70, pp. 565-570.

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Millar, G. *Guidance and counselling services in Alberta schools: A manual for school jurisdictions containing policy, guidelines, procedures and sample resource materials*. Edmonton, AB: Special Education Branch, Alberta Education, 1984.

Morrill, W.H., E.R. Oetting, J.C. Hurst. Dimensions of counselor functioning. *Personnel and Guidance Journal*, 1974, 52, pp. 354-359.

APPENDIX A — Annotated Bibliography on Outcome-based School Counselling

American School Counselor Association. *Counseling paints a bright future: Student competencies, a guide for school counselors*. Alexandria, VA: American School Counselor Association, 1992.

A short monograph identifying student developmental goals that can be addressed in a guidance program and listing sample student competencies for each goals statement. Examples for Grades K-12 are included.

College Entrance Examination Board. *Keeping the options open: Final report on precollege guidance and counselling*. New York: College Entrance Examination Board, 1986.

This is the report of a commission established to examine the state of guidance and counselling in high schools. The commission was guided by the belief that guidance and counselling can make a valuable contribution to helping youth succeed in school. The report examines current practices and makes recommendations on the content and focus of guidance programs, the role of counsellors and the training and credentialing of school counsellors.

Gysbers, N.C. A model comprehensive guidance program. In N.C. Gysbers (Ed.), *Comprehensive guidance programs that work*. Greensboro, NC: ERIC/CASS, 1990.

Provides a rationale and an extensive description of the program components in a comprehensive school guidance program that involves counsellors, administrators, teachers and community workers in the delivery of school guidance services.

Gysbers, N.C. et al. Improving school guidance programs: A framework for program, personnel and results evaluation. *Journal of Counseling and Development*, 1992, 70, pp. 565-570.

This paper describes the Missouri Comprehensive School Guidance Program Model. The underlying rationale for the model is described, followed by a detailed description of the program elements and sub-elements. A general framework for evaluation also is presented.

Gysbers, N.C. Guidance program evaluation: The program audit, 1990.

In any program it is important to regularly take a close look at the program to determine what is actually happening and the extent to which that is consistent with the goals of the program. One process for doing that is known as a "program audit." This paper describes how to conduct a program audit beginning with an examination of the elements of the program, the standards involved in the program and a time/task analysis of those involved in program delivery.

Henderson, P. How one district changed its guidance program. *The School Counselor*, 1989, 37, pp. 31-40.

This article documents how one school district reshaped its counselling departments into a comprehensive guidance and counselling program. The author describes 11 steps used to involve all stakeholders in the process of identifying the strengths and problems in the current situation, establishing new directions, setting priorities, planning and implementing a comprehensive program and evaluating the results.

Hughey, K.F., N.C. Gysbers, M. Starr. Evaluating comprehensive school guidance programs: Assessing the perceptions of students, parents, and teachers. *The School Counselor*, 1993, 41, pp. 31-35.

Operating on the premise that "the purpose of evaluation is to provide data to make decisions about the structure and impact of the program and the professional personnel involved," this paper describes the components that should be addressed in an evaluation of a comprehensive guidance program. The paper describes who should be involved in the evaluation, what activities or components should be evaluated and provides some descriptions of the sorts of questions and evaluation formats to be used.

Starr, M., N.C. Gysbers. *Missouri comprehensive guidance: A model for program development, implementation, and evaluation*. Jefferson City, MO: Department of Elementary and Secondary Education, 1992.

A comprehensive guidebook outlining all aspects of planning, establishing, implementing, monitoring and evaluating a comprehensive guidance program. Sample student outcomes, documentation checklists, self-study worksheets and evaluation forms are included.

Copies of these books, reports and articles are available upon request from the Guidance and Counselling Unit of the Special Education Branch, Alberta Education, 6240 - 113 Street, Edmonton, Alberta, T6H 3L2. Telephone: (403) 422-6326.

APPENDIX B — Sample Tools, Forms and Checklists

The following tools and methods provide examples of the kinds of informal assessment methods that are useful in school settings. It is by no means exhaustive, but should be sufficient to get readers thinking about other ways of assessing the impact and outcomes deriving from school counselling. It is hoped that the collection of tools in this section will be the start of a clearinghouse of useful support materials for evaluating counselling programs. Readers are encouraged to borrow, adapt, modify and otherwise tailor these ideas to their own individual needs and to share their new developments with others by sending them to the provincial coordinator of guidance and counselling, who in turn will maintain a clearinghouse of materials in this area.

Please send copies of evaluation tools to:

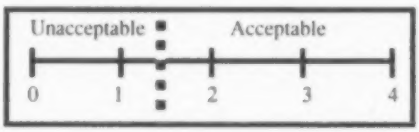
Provincial Coordinator
Guidance and Counselling Unit
Special Education Branch
Alberta Education
6240 - 113 Street
Edmonton, Alberta
T6H 3L2.

TOOL #1 CALM 20: Skills Checklist for Career Education Unit

	Item	Date Completed	Evaluation
1.	Self-profile (Students develop a self-profile)		
	• values		
	• future aspirations		
	• sources of personal satisfaction		
	• interests		
	• abilities		
	• list other items in self-profile		
2.	Career information research (Students become aware of a wide variety of career alternatives)		
	• student uses interviewing to find information on at least three jobs		
	• student uses career files to get information on at least six jobs		
3.	Career decision making (Students demonstrate the ability to use a decision-making process)		
	• names steps in process		
	• uses process to make one decision (name the decision)		
4.	Career plan (Students develop a realistic career plan)		
	• develops a realistic career plan (containing general occupational goal, routes/prerequisites to achieve the goal, possible branching career paths related to general goal)		
	• develops a back-up plan (containing the same elements as the primary plan)		
5.	Complete sample job application form		
6.	Interviewing skills		
	• student can list basic job interview skills		
	• student demonstrates job interview skills (during practice interviews)		
	NOTE: Each of the specific learning outcomes attached to the activities included in the career education unit would be listed along with procedure for assessing them		

Please use a two-step process to evaluate how well the skill or outcome for the student has been met.

(A) **decide** on whether the **outcome** is **acceptable** or **unacceptable**, then
(B) **assign** the **appropriate rating**:
(0) if the outcome is just terrible, (1) if the outcome really is not acceptable but almost there, (2) if the outcome is barely acceptable (but still OK otherwise it would be rated 0 or 1), (4) if the outcome is outstanding, and (3) if it is somewhere between minimally acceptable and outstanding.



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TOOL #2 Informal Procedure to Determine the Impact of the Guidance and Counselling Program

In evaluating the impact of the guidance and counselling program, it is sometimes useful to get people's perspective on the outcomes associated with guidance and counselling. The following procedure is a novel way of doing that with a school staff. It can be used in elementary, junior high or senior high schools equally effectively to give an idea of teachers' current view of the impact of the counselling program.

Examining the Purpose of the Guidance and Counselling Program: An Experiential Process

Take 30 minutes in a staff meeting for the following activity. Ask each person to write down the five most important things students get from the guidance and counselling program in the school. Then ask them to turn to the person next to them and share their five points and come up with the five points from the combined lists that are the most important. Then ask each pair to combine with one other pair, share their lists, and come up with the five points from the combined lists that are the most important. This can continue for as many iterations as time allows. At least three iterations are recommended (as in the above description), and three iterations will likely give a flavour of what teachers think are the most important elements of the guidance program.

This procedure can be used as the basis for program planning, or as incentive to market services more effectively, or as a basis for gaining clarity on the purpose of guidance in the school.

A variation on this theme could be used as a type of needs assessment, by asking the staff to indicate the five most important things that the guidance and counselling program **should provide** to students and then completing the procedure as outlined above.

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TOOL #3 Student Job Interview Skills Practice Log Sheet

Use the following form to keep track of the practice job interviews you have done in class. Use the following scales to chart your reactions.

Interviewer rating	1=rotten 2=OK 3=really friendly
Your skills	1=terrible 2=not too good 3=OK 4=mostly good 5=excellent
How you felt the interview went	1=terrible ..... 5=OK ..... 10=great

		Student Name		
Date	Interviewer Name	Interviewer rating	My skills	How I felt

This form can be used by students to self-monitor and self-evaluate their classroom practice. It can also be used by the teacher to evaluate student performance.

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TOOL #4 Skill Practice Record Sheet

Name	
Skill	**Date:** From To

Each time you practise your skill, record the result in the box below. Use one box for each practice time.

Who did I try this with?			When?	
What happened				
I am	sad	O.K.	happy	about how this worked
Next time I will				

Who did I try this with?			When?	
What happened				
I am	sad	O.K.	happy	about how this worked
Next time I will				

Who did I try this with?			When?	
What happened				
I am	sad	O.K.	happy	about how this worked
Next time I will				

Who did I try this with?			When?	
What happened				
I am	sad	O.K.	happy	about how this worked
Next time I will				

	No	Yes
Now I can usually do this skill		
I still need more work on this skill		

This form is used in elementary schools to monitor skill practice at home and on the playground. It can be used for a variety of skills, such as: saying nice things to other people, thinking something nice about me, looking at people when I talk to them, organizing my work materials, or taking a deep breath and letting it out slowly instead of getting mad.

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TOOL #5 Motivation Level Monitoring Guide

Place a mark on the chart below to show how motivated you feel to do your school work. Use the scale below.

5 = very motivated — it's the most important thing for me to do today.

4 = very motivated, but something might come up to interfere.

3 = quite a bit motivated, I think I will end up doing some of it.

2 = I sort of care and I might get around to doing some work today.

1 = If I run out of things to do, I'll try looking in some of my books.

0 = I couldn't care less if I ever did my school work.

Graph to record motivational level

Motivational Level																								
5																								
4																								
3																								
2																								
1																								
0																								
	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	01	02	03	04	05

Time of day (in hours)

Often counsellors and teachers have trouble gathering data on changes in affective and attitudinal variables. The above system has worked effectively to get some self-monitored data from students on these sorts of variables. Students can place an "x" at the appropriate place every hour. Usually, the grid can be produced on both sides of an 8.5 x 14 sheet of paper. This leaves room for four grids on one side and three grids plus the instructions on the other side. The sheet can be folded in quarters to make it easy to carry.

The same procedure can be used to measure a variety of affective or attitudinal variables, such as: stress level, self-esteem, commitment to a program, how much a person likes school, etc. For each new variable, an appropriate set of descriptors for 1, 2, 3, 4 and 5 need to be developed but the grid could remain the same.

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TOOL #6 **Relaxation Home Practice Log Sheet**

Name _____

	Date/Time		
Indicator	**Start**	**Finish**	**Difference**
pulse rate (beats per minute)			
breathing rate (beats per minute)			
finger temperature (degrees)			

Feelings, body sensations, etc.

Thoughts, perceptions, imagery, etc.

This sheet is used as part of classroom relaxation training programs, to help students track their home practice and become more aware of the feelings and thoughts associated with deep relaxation, as well as to give teachers some information on how much home practice students are doing. Students are taught to self-monitor heart rate, breathing rate and given a small thermometer to measure finger temperature. The students then take these three measures before and after home practice, thereby providing objective data on what is happening to their bodies while they practise the relaxation exercise.

More information on this type of relaxation program, complete with program guide and audiocassette, can be obtained from:

Per Man Consultants Ltd.
4840 Verona Drive N.W.
Calgary, Alberta
T3A 0P4

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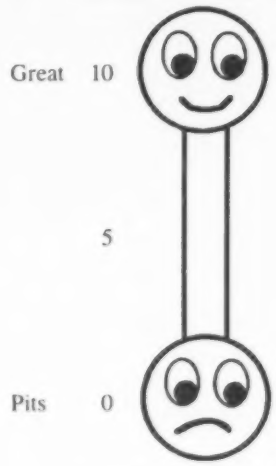
TOOL #7 Sample Informal Monitoring Sheets

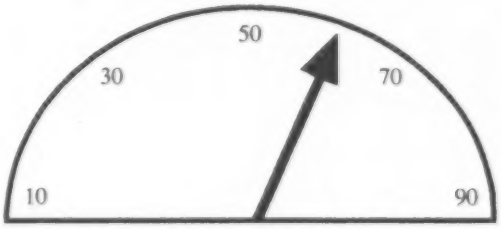
In teaching stress control or relaxation, it often is useful for students to collect informal data to indicate how stressed or how relaxed they feel. This helps students to identify the early stages of a rising stress reaction and take preventive action. Informal aids like those depicted below are used to help students monitor stress levels. They can be used before and after a relaxation session. They also are used in a self-monitoring context, to help students learn to identify stress-producing situations in their lives.



Emotional Thermometer

This emotional thermometer is used with elementary school students. Students simply colour in the thermometer to the place that indicates how they feel. It usually takes students several days of practice before they begin to develop reliable readings. After that the emotional thermometer can be used to monitor stress before and after relaxation practice, during exams, before class presentations, etc.

This "mental speedometer" is used to help junior high and senior high school students develop the ability to self-monitor their stress levels. Students identify the situation that for them produces the most stress and label that "100." The situation that causes them the least stress is "0." All other situations must lie in between these two extremes. In any given situation, students look inside themselves, compare how they feel now with how they would feel in the "100" and "0" situation and give their current level a number. Usually within three or four days of practice, students can reliably identify their stress level on the mental speedometer.



Mental Speedometer

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TOOL #8 Counsellor Time Log

The checklists on the next four pages can be used to monitor the way in which counsellors spend their time. Time logs are an effective way to determine the actual priorities of a program, in contrast to the established priorities. The activities that get the most time in a counselling program are those that operationally are the highest priority. Time logs also can be used to determine how closely the actual amount of time spent on each of the components agrees with the guiding principles in the counselling program plan.

To use the checklists, counsellors should check off in each time spot the purpose of the activity in which they were engaged. For convenience, a generic form is presented first, followed by forms for each of the three counselling program domains: career, educational and personal/social.

A Counsellor Time Log Sheet — Program Content Area _____

(Place a check mark in the appropriate box to indicate how time was spent in each 15-minute interval)

Time	Service			Instruction			System Support		
	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis
08:00–08:15									
08:15–08:30									
08:30–08:45									
08:45–09:00									
09:00–09:15									
09:15–09:30									
09:30–09:45									
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16:00–16:15									
16:15–16:30									
16:30–16:45									
16:45–17:00									

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B

Counsellor Time Log Sheet — Career Domain

(Place a check mark in the appropriate box to indicate how time was spent in each 15-minute interval)

Time	Service			Instruction			System Support		
	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis
08:00-08:15									
08:15-08:30									
08:30-08:45									
08:45-09:00									
09:00-09:15									
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16:15-16:30									
16:30-16:45									
16:45-17:00									

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C

Counsellor Time Log Sheet — Educational Domain

(Place a check mark in the appropriate box to indicate how time was spent in each 15-minute interval)

Time	Service			Instruction			System Support		
	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis
08:00–08:15									
08:15–08:30									
08:30–08:45									
08:45–09:00									
09:00–09:15									
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16:30–16:45									
16:45–17:00									

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D

Counsellor Time Log Sheet — Personal/Social Domain

(Place a check mark in the appropriate box to indicate how time was spent in each 15-minute interval)

Time	Service			Instruction			System Support		
	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis
08:00–08:15									
08:15–08:30									
08:30–08:45									
08:45–09:00									
09:00–09:15									
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16:15–16:30									
16:30–16:45									
16:45–17:00									

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TOOL #9 Program Implementation Checklists

The checklists on the next four pages can be used to monitor the emphasis in a counselling program in terms of the time spent on each of the components in the counselling program plan.

To use the checklists, counsellors should indicate the amount of time they spend in the areas indicated. For convenience, a generic form is presented first, followed by forms for each of the three counselling program roles: service, instruction and system support.

A

Contact Monitoring Sheet: Roles _____

(Indicate the number of minutes spent in each activity)

Student Name	Date	Career			Educational			Personal/Social		
		Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis

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B

Service Role: Client Contact Monitoring Sheet

Service involves non-classroom-based activities like:

groups for students • study skills • anger management • conflict resolution • relaxation	groups for parents • how to talk more effectively with your teenager • helping teens with career exploration	inservice groups for other teachers • how to teach relaxation in the classroom • how to approach career education • how to infuse labour market information in your subject area
Individual counselling with students	consultation with other teachers • how to implement classroom-based programs • career education, relaxation, self-esteem building • how to deal with a specific problem student • how to deal with gifted students	

(Indicate the number of minutes spent in each activity)

Student / Activity	Date	Career			Educational			Personal/Social		
		Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis

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C

Instruction Role: Contact Monitoring Sheet

Instruction includes all classroom-based activities that are part of regularly scheduled courses regardless of who does the teaching and which courses contain the instructional components, activities like:

- counsellor is the designated instructor (e.g., CALM 20)
- counsellor does a "guest module" in another teacher's classroom
- courses taught by classroom teachers that contain one or more guidance units
- counsellor teams with another staff member to offer a module within an existing course (e.g., resumé writing in English 10)
- relaxation to reduce public-speaking anxiety in Social Studies 8
- classroom teacher addresses the above topics without the assistance of a counsellor

(Indicate the number of minutes spent in each activity)

Class	Date	Career			Educational			Personal/Social		
		Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis

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D

System Support Role: Contact Monitoring Sheet

System Support includes things such as:

• student program planning and timetabling • monitoring student progress • networking with third parties such as, agencies and parents • marketing the guidance and counselling program to students, teachers and parents	• public relations with staff and community • the counsellors' own professional development (including professional reading) • serving on committees/advisory boards • research (e.g., conducting a needs analysis) • community outreach/coordination • managing/coordinating the counselling program • program development (e.g., designing a new program in conflict resolution or self-esteem building)

(Indicate the number of minutes spent in each activity)

Student / Activity	Date	Career			Educational			Personal/Social		
		Preventive	Remedial	Crisis	Preventive	Remedial	Crisis	Preventive	Remedial	Crisis

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TOOL #10

Agency Contact Monitoring Form

Agency Name	Contact Date	Purpose of Contact	Result

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Counselling Program Plan: Self-evaluation Checklist

Does the Counselling Program Plan contain the following elements?

Structural Factors

- ☐ Is there a statement of the guiding principles of the counselling program?
- ☐ Is there a statement of how the counselling program fits in the general mission of the school?
- ☐ Are there procedures in place for evaluating all program components?
- ☐ Is the evaluation done on a continuous basis?
- ☐ Is the counselling program based on a regularly conducted needs assessment?
- ☐ Are procedures in place to assess the impact of the program on the school climate?
- ☐ Are counsellors and teachers involved in the counselling program supervised and evaluated on the basis of the job descriptions and the learning outcomes associated with their part of the program?

General Factors

- ☐ What is the pattern of student use of the program (number of contacts and type of contact, problem types)?
- ☐ How did clients (students, teachers, parents) learn about the counselling program?
- ☐ Generally speaking, what is the level of satisfaction with the counselling program?
- ☐ What are the strengths of the counselling program as it presently exists?
- ☐ What suggestions do the clients have for improving the counselling program?

Program Specific Factors

- ☐ Is each program dimension in the counselling program plan included in the counselling evaluation plan?
- ☐ Are the student outcomes itemized for each program dimension?
- ☐ Is there an explicit statement of what will be considered as evidence that the outcome has been attained to a reasonable level of mastery for each student outcome?
- ☐ What assessment procedures are in place to collect the evidence that the student outcomes have been attained?

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